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| **Reflection Phase** | | | |
| Develop and disseminate instructional resources and tools to build educator understanding of the new standards. | | | |
| **Local Curricular Component** | **What do you have?** | **What do you need?** | **What professional development is needed to support this?** |
| **Learning Targets**  Power Standards/Essential Learning Targets |  |  |  |
| **Instructional Sequence**  Pacing Guides/Curriculum Maps |  |  |  |
| **Recommended Delivery Practices**  PLCs/Scheduling/Common Assessments |  |  |  |
| **Recommended Resources**  Content Area Resources /Textbooks/Technology |  |  |  |
| **District Assessment Guidance**  Benchmark/Formative/Summative |  |  |  |
| **Policies & Regulations**  Board Policy/Regulations and Procedures |  |  |  |

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| **Planning Phase**  Adapted from Guskey, 2000, pp. 79-81 and Guskey, 2002, pp. 45-51 | | | |
| **Level 1: Participants’ Experiences & Reactions** | **Level 2: Participants’ Learning** | **Level 4: Participants’ Use of New Knowledge & Skills** | **Level 5: Student Learning Outcomes** |
| What experiences enable participants to acquire the needed knowledge and skills to implement instructional change? | What knowledge and skills must the participating professionals demonstrate to implement change? | What evidence-based practices are currently being used to most effectively and efficiently produce these outcomes? | What specific outcomes (participants and students) do we want to achieve? |
| **Level 3: Organizational Support & Change** | | |
| What organizational supports are currently in place in order for the practices, behaviors, and policies to be consistently implemented? | | |

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| **Planning Phase** | | | | | |
| **Key Issues** (list all of the issues you have identified) | | **Priorities** (based on current realities like staffing structure, budget, current direction) **CHOOSE NO MORE THAN 3** | | | |
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| **PRIORITY 1 GOAL** (Desired state described in a sentence) | **Key Action Steps** | **Key Stakeholders** (Who will you need to enlist? Who is the final decision maker? Who will potentially be impacted?) | **Resource Implications** (people, time, budget) | | **Networking** (Who is doing something similar? With whom would you like to collaborate?) |
|  |  |  | **Need** | **Have** |  |
| **PRIORITY 2 GOAL** (Desired state described in a sentence) | **Key Action Steps** | **Key Stakeholders** (Who will you need to enlist? Who is the final decision maker? Who will potentially be impacted?) | **Resource Implications** (people, time, budget) | | **Networking** (Who is doing something similar? With whom would you like to collaborate?) |
|  |  |  | **Need** | **Have** |  |
| **PRIORITY 3 GOAL** (Desired state described in a sentence) | **Key Action Steps** | **Key Stakeholders** (Who will you need to enlist? Who is the final decision maker? Who will potentially be impacted?) | **Resource Implications** (people, time, budget) | | **Networking** (Who is doing something similar? With whom would you like to collaborate?) |
|  |  |  | **Need** | **Have** |  |

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| **Evaluation Phase**  Adapted from Guskey, 2000, pp. 79-81 and Guskey, 2002, pp. 45-51 | | | | | |
| **Evaluation Level** | **Level 1**  **Participant's reactions** | **Level 2**  **Participant's learning** | **Level 3**  **Organization support & change** | **Level 4**  **Participant's use of new knowledge and skills** | **Level 5**  **Student learning outcomes** |
| What questions are addressed? | Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful? Was the room the right temperature? | Did participants acquire the intended knowledge and skills? | What was the impact on the organization? Did it affect organizational climate and procedures? Was implementation advocated, facilitated and supported? Was the support public and overt? Were the problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? | Did participants effectively apply the new knowledge and skills? | What was the impact on students? Did it affect student performance or achievement? Did it influence students’ physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing? |
| How is the information gathered? | Questionnaires gathered at end of session | Documents Simulations Demonstrations Participant reflections (oral and written) Participant artifacts | District and school records Minutes from follow-up meetings Questionnaires Structured interviews with participants and district or school administrators Participant artifacts l electronic evidences | Surveys and student work samples Structured interviews with participants and their supervisors Participant reflections (oral and /or written) Participant and student artifacts Direct observations Video, audio and electronic evidences | Student work samples School data Surveys Structured interviews with students, parents teachers and/ or school leaders Participant artifacts |
| What is being measured or assessed? | Initial satisfaction with the experience | New knowledge and skills of participants | The organization’s advocacy, support, accommodation, facilitation, and recognition | Degree and quality of implementation | Student learning outcomes: -cognitive (performance and  achievement) -affective (attitudes and dispositions) -psychomotor (skills and behaviors) |
| How can the information be used? | To improve program design and delivery | To improve program content, format, and organization | To document and improve organizational support  To inform future change efforts | To document and improve the implementation of the program | To focus and improve all aspects of program design, implementation and follow-up  To demonstrate the overall impact of professional development |
| When should the evaluation take place? | Immediately | About 30 days | About 6 months | About one year | About two years |